Sample Page 1 of Performance Report – Grade 4

Standardized Testing and Reporting (STAR) Performance Report

This is a report to explain your child's academic performance on state tests he or she took this past spring. It is divided into two parts.

The first part, which begins below, tells you how your child performed in meeting California's Academic Content Standards. These standards make clear what all students are required to learn at each grade level or in each high school course. An explaination of these requirements begins on page 3 of this report.

The second part, which is near the bottom of page 2, tells you how your child's test results compare to those of other students tested in the same grade across the United States.

The two sections combined should hlep you understand how your child is doing in school. You can get additional information about these test results from your child's teacher. Information about these test results and standards is also available on the Internet at http://star.cde.ca.gov.

Report for **Rob A Lucas**
Grade: 4 Test Date: Spring 2003
Student No. 000 DOB: 2/19/93
Teacher: Norlega (0000123456)
School: Johnson Elementary Sch (0000005)
District: Langeberg Unified (3456789)

Parents of:
Rob A Lucas
123 Main Street
Los Angeles, California 90210

Academic Standards: California Standards Test – Grade 4

This report indicates your child's performance on test questions that reflect California's standards of what a student should know and be able to do at each grade level. There are separate standards for English-language arts, mathematics, history-social science, and science. In grades 2–8, students are tested in English-language arts and mathematics only.

The *overall results* show your child's overall score for each subject and whether he or she is exceeding, meeting, or falling below the standards. The *specific results* show how your child performed on specific components of the standards.

English-Language Arts

Overall Results

Scaled Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
365				◆	

Your child's performance level is based on his or her overall score. In English-language arts, scores are:

- Far Below Basic: 150-268
- Below Basic: 269-299
- Basic: 300-349
- Proficient: 350-392
- Advanced: 393-600

Specific Results

English-Language Arts Clusters	Total Questions	Percent Correct
Reading	**42**	**71**
Word Analysis and Vocabulary Development	18	72
Reading Comprehension	15	67
Literary Response and Analysis	9	78
Writing	**41**	**61**
Written Conventions	18	61
Writing Strategies	15	67
Writing Applications	1 (8 points)	4

Writing Applications
The fourth- and seventh-grade California English-Language Arts Standards Tests each have two parts. One part is a writing test that requires students to write an essay or stroy on a specific topic. The second part includes only multiple-choice questions. The writing test is based on California's writing application standards, and the type of writing may change from year to year. Fourth and seventh graders might be asked to write a narrative (story), to read and summarize information, or to read and analyze a short story. Seventh graders might also be asked to write a persuasive letter or essay. Students taking the seventh-grade test are expected to include more details in their writing and to use more complex sentences and vocabulary than students taking the fourth-grade test.

Each student's essay is scored by two readers. Each reader uses a scoring guide to assign the essay a score of 1 (low) to 4 (high). The scores of the two readers are added together to produce a Writing Application Standards score of 2-8 points. This socre is reported under the Specific Results section above and is added to the student's multiple-choice score to produce the overall English-language arts scroe.

Sometimes a writing test cannot be scored. In these cases, a code appears in place of the writing score. The codes are C – the student copied the task instead of completing it, I – the student's writing was illegible, L – the student wrote in a language other than English, T – the student wrote an essay on something other than the assigned topic, B – the student submitted a blank paper, R – the student refused to write, W – the student wrote on a prompt from an earlier testing period. If your child's Writing Applications score is one of these codes, his/her overall English-language arts score is based on only the multiple-choice portion of the test.

Sample Page 2 of Performance Report – Grade 4

California Standards Test – Grade 4, continued **Report for** **Rob A Lucas**

Mathematics

Overall Results

Scaled Score	Far Below Basic	Below Basic	Basic	State Targets for All Students: Proficient	State Targets for All Students: Advanced
357				◆	

Your child's performance level is based on his or her overall score. In Mathematics, scores are:

- Far Below Basic: 150-244
- Below Basic: 245-299
- Basic: 300-349
- Proficient 350-400
- Advanced: 401-600

Specific Results

Mathematics Clusters	Total Questions	Percent Correct
Decimals, Fractions, and Negative Numbers	16	69
Operations and Factoring	15	37
Algebra and Functions	18	78
Measurement and Geometry	12	67
Statistics, Data Analysis, and Probability	4	100

National Comparison: CAT/6 Survey Edition – Grade 4

This part of the report compares your child's performance with that of a national sample of students throughout the United States who were tested in the same grade at the same time of the school year. Your child's score is reported as a percentile. The higher the score, the better your child's ranking on the test. For example, a student who scores at the 40th percentile performed as well or better than 40 percent of the students in the national sample – but not as well as 60 percent of the students in the national sample. A score between the 40th and 60th percentiles is considered an average score. The table below displays your child's scores for each area tested, including the number of questions on the test, the percent of questions your child answered correctly, and his or her national percentile rank.

Subtest	M	Total Questions	Percent Correct	Student's Percentile Rank (Below Average 1 10 30 / Average 50 70 / Above Average 90 99)
Reading		35	86%	65
Language		25	76%	64
Mathematics		32	94%	91
Spelling		20	80%	83

California Reading List Number		
Your child's reading list number is	**7**	Use this number with your child's grade level to get a list of books that your child should be able to read independently. There is a range of reading list numbers at each grade level. The levels range from 01 (easiest) to 13+ (most difficult). Not all levels area available at every grade. For a copy of the reading list, go to http://star.cde.ca.gov on the Internet and click on California Reading List.

M = Test Taken With Modifications

Explanation for Abbreviations When No Score is Reported

NT	Student did not take this test.
INC	Student's test was incomplete with not enough questions answered to produce a score.
UT	Student took California math or science standards test, but did not code the test name. The test was not scored.
PGE	Student was not tested by parent request
ABS	Student was absent for the entire testing window and was not tested.
CAP	Student with a disability took the California Alternate Performance Assessment instead of this test.

Sample Page 3 of Performance Report – Grade 4

STAR
Standardized Testing And Reporting

Standardized Testing and Reporting (STAR) Performance Report

California's Academic Standards

California's academic standards, adopted in 1997, describe what all students must know before they graduate and in each grade along the way. These standards were adopted by the State Board of Education after listening to parents and taxpayers. The California standards have been praised widely for being clear, rigorous, and reasonable. Students who meet these expectations will be well prepared for higher education or the workplace.

The more you know about the standards, the better you will understand your child's scores – and the more you can help him or her learn. An overview of the standards follows. The complete standards are available at www.cde.ca.gov/standards on the Internet.

English-Language Arts

By the time they graduate, California students must read and write well; speak persuasively and listen carefully; and understand the mechanics of language, such as grammar, spelling, and punctuation. To get there, students need to build their understanding and skills year by year.

For example, students of all ages should read on their own (in addition to their regular school reading), increasing the amount they read each year.

- By grade four, students should read one-half million words a year on their own. That is at least one grade-appropriate, 50- to 70-page book (or an equal amount of newspaper, magazine, or other reading) every week.
- By grade eight, students should read one million words a year on their own. That is at least one grade-appropriate, 80- to 100-page book (or an equal amount of newspaper, magazine, or other reading) every week.
- By grade 12, students should read two million words a year on their own. That is at least two grade-appropriate, 80- to 100-page books (or an equal amount of newspaper, magazine, or other reading) every week.

For lists of books and other materials children should read at each grade level, parents, teachers, and students can access the California Reading List at http://star.cde.ca.gov. This is not an exhaustive list. Rather, it shows the quality and complexity of material students should read, including both fiction and nonfiction books, plays and poetry.

What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students learn about letters, words, and sounds and apply this knowledge to begin reading simple sentences. They build comprehension skills by identifying the basic facts of stories. They begin writing short sentences and begin speaking in coherent sentences. They can retell familiar stories and predict what will happen in stories.

In First Grade, students increase their understanding of the sounds that letters represent; read a variety of "sight" words, such as have, said, and come; and read aloud and silently with increasing fluency. They ask and answer *who, what, when, where, why and how* questions. They talk and write about books and discuss and write about their experiences.

In Fourth Grade, students have become readers. They read and understand a variety of material (children's literature, magazines, and other materials) appropriate to their grade. They write clear paragraphs for a range of audiences, and they spell correctly. They follow multistep directions, such as how to use computer commands, and write detailed compositions.

In Eighth Grade, students read and understand both literature and informational materials. They analyze a work of literature and show how it reflects the author's background and beliefs. They analyze plot and character and identify recurring themes, such as bravery or loyalty, across books. They more effectively organize and research their writing. They write various types of 500- to 700-word essays, such as biographies, research reports and persuasive essays. They give a range of oral presentations, including research reports and persuasive arguments, matching their tone to the audience.

In Eleventh and Twelfth Grades, students read, analyze and contrast a range of American and other literature and relate works to the eras in which they were produced. They understand and debate an author's arguments and critique the power, validity, and truthfulness of written arguments. They write 1,500-word essays, including fictional stories, analyses of literature and resumes. They deliver persuasive speeches and oral reports and critique those of others. They understand the strategies others use when they communicate, recognizing for example, the media's impact on how decisions are made in a democracy.

Mathematics

By the time students graduate, they should understand mathematical concepts, be able to apply computational and procedural skills, and solve problems using mathematical logic and reasoning. The standards call for the skills and concepts of mathematics to be presented from kindergarten through high school, and by 2004 all students will need to complete a year of algebra to graduate from high school. Students are expected to develop a solid understanding of:

- **Number sense:** This includes numbers and operations, and the ability to apply useful strategies to solve problems using addition, subtraction, multiplication, and division, without the use of calculators.
- **Algebra and functions:** This includes using symbols to understand patterns, solving problems involving functional relationships, and making generalizations.
- **Measurement and geometry:** This includes knowing and using the units of measurement to compute, for example, the area and perimeter of an object. Students also use geometric shapes to show relationships and solve problems.
- **Statistics, data analysis and probability:** This includes organizing and comparing data to make informed conclusions, conducting probability experiments and making predictions.
- **Mathematical reasoning:** This includes learning how to analyze problems, applying skills or strategies for finding solutions, and making generalizations.

Sample Page 4 of Performance Report – Grade 4

What follows are examples of what students are expected to learn and accomplish at various grade levels:

In Kindergarten, students count, compare and classify objects by attribute; identify and extend patterns by shape, size, or color; explore the concept of time using tools such as a clock or calendar; compare length, weight, and capacity of objects; and describe geometric shapes such as circle, triangle, square, rectangle, cube, sphere, and cone.

In First Grade, students can count, read, and write whole numbers to 100; solve addition and subtraction problems with one and two digit numbers; make reasonable estimates of objects or numbers; tell time to the nearest half hour; and use and interpret simple graphs and charts.

In Fourth Grade, students read and write numbers in the millions; understand place value of whole numbers and decimals; solve problems using addition, subtraction, multiplication and division; and measure perimeter and area. They also collect, show, and analyze data to answer questions.

In Seventh Grade, students manipulate numbers and equations and understand the principles involved. They use basic theories of geometry, such as Pythagorean theorem, to compute the length of an unknown side.

They find the volume and surface area of three-dimensional objects, such as spheres and cones. Students also know and use fractions, decimals, and percents, and how to convert from one to another.

In Eighth through Twelfth Grades, students increase their understanding of algebra and geometry and may take more advanced mathematics including trigonometry, mathematical analysis, probability and statistics, and calculus. Students learn to distinguish between inductive and deductive reasoning; construct formal, logical arguments; test general assertions; and identify logical errors in chains of reasoning.

History-Social Science

The standards for history-social science combine intellectual skills and subject content standards. The intellectual skills outline how students' reasoning and research skills should develop throughout grades K-12. For example, students in grades K-5 should be able to put key events in a chronological sequence; students in grades 6 –8 should be able to explain how major events are related to one another in time; and students in grades 9-12 should be able to compare the present with the past and evaluate the effects of past events.

The subject content standards outline the area of study for each grade. Students begin with understanding their immediate surroundings (their classroom and neighborhoods), and their study grows to include California, the United States, and the world. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten through Third Grade, students are introduced to relationships, including how one event is connected to another and how geography affects events. They learn about historical figures, individual responsibility, and the rules that govern society, the varied backgrounds of American citizens and the basics of economics and local and national government.

In Fourth Grade, students learn the history, geography, and government of California, including the Native American, Spanish-Mexican, Gold Rush, and modern periods.

In Fifth through Eighth Grades, students study U.S. history and geography to the end of the 1800s and world history and geography from ancient civilizations through the 1700s.

In Tenth and Eleventh Grades, students study the development of the modern world, focusing on the United States in the 20th century and world history for the late 18th century to the present. This includes the causes and effects of the two world wars.

In Twelfth Grade, students pursue a deeper understanding of American government, including the relationships among local, state, federal, and other governments. They also study economic concepts, and operations and systems.

Science

Students are expected to graduate from high school with a broad body of scientific knowledge and a solid understanding of the scientific method.

Students in first through fifth grades study physical science, life science, and earth science, applying investigation and experimentation skills. In grades six though eight, students focus on one discipline (earth science in sixth grade, life science in seventh grade, physical science in eighth grade) and continue to build their skills in scientific investigation. In grades nine through twelve, students take more advanced science courses, including physics, biology/life science, earth science, chemistry, and integrated science. What follows are examples of what students are expected to learn and accomplish at various grade levels.

In Kindergarten, students identify major structures of common plants and animals (for example, stems, leaves, arms, wings) as well as characteristics of mountains, rivers, oceans, and deserts. They perform investigations such as sorting objects by one physical attribute.

In First Grade, students infer what animals eat from the shapes of their teeth and learn how to use simple tools, such as thermometers and weather vanes, to measure the weather conditions. They make new observations when two descriptions of the same object don't agree.

In Fourth Grade, students design and build simple circuits by using wires, batteries, and bulbs. They learn that many plants depend on animals for pollination and seed dispersal and that animals depend on plants for food and shelter. They make and explain predictions based on cause and effect relationships.

In Seventh Grade, students learn that all living organisms are composed of cells, which have genetic instructions that specify their traits. They compare joints such as the wrist's hinge joint and the shoulder's ball and socket joint to structures used in machines. They communicate the logical connections among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn.

In High School, students learn more advanced sciences, such as earth science, biology/life science, physics, and chemistry. Their investigation and experimentation skills are expected to expand so that by the time they graduate, they can select appropriate tools and technology to perform tests; collect and analyze data; solve scientific problems using advanced math, such as simple trigonometric and logarithmic functions; and investigate science-based societal issues, such as animal cloning or land and water use decisions, by researching literature, analyzing data and communicating findings.